

EDRS 822
ADVANCED APPLICATIONS OF QUALITATIVE RESEARCH METHODS
SPRING 2011

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General Information

This course is an advanced seminar that focuses on current and emerging issues in qualitative research. The seminar will deal with selected advanced topics and will provide students with opportunities to apply new skills and knowledge to projects related to their own interests. We will spend considerable time exploring the philosophical underpinnings of design and application, as well as various analytical techniques. Prerequisite: EDRS 812 or equivalent coursework or experience. This course consists of three modules, each on a particular aspect of qualitative research. Each module will have a written assignment. Assignment topics for each module will be negotiated. I suggest you meet with your major professor (if applicable) to determine how these assignments might support your dissertation or proposal.

Class meetings will be run as seminars. I expect you to come to class prepared to discuss the reading assignments, and encourage you to share with the class other readings and examples you have found that are relevant. Before beginning the readings for a particular module I suggest that you ask yourself what your questions and concerns are about this issue and that you list them. After finishing a reading ask yourself how it related to your questions or concerns. Did it answer your questions? Did it raise new issues? Do you agree or disagree with the author? Then, outline the author's main points. If an example of a qualitative article is also assigned, analyze it in terms of the methodological readings: How do the ideas apply? How do they not apply? What are their implications for this study? We will often be reading articles or book chapters presenting different perspectives on the same topic. Think about each author's approach to qualitative research as you read his/her section for a particular module, and how this fits into the different approaches we have discussed.

This class will be collaborative and interactive—be prepared for discussion! Questions are encouraged and expected, and alternative viewpoints are welcome. I value contributions to our discussions and ask you to speak up! However, I do expect you to support your assertions. Also, I expect all of us to create an educational climate of open debate that is respectful and democratic. Further, be familiar with the [GMU Honor System and Code](#). Your participation as a team member and a class member will be evaluated, not by the *quantity* of your contribution, but by the *quality* and *integrity* of your contribution.

Please note that course readings are listed for the day on which they will be discussed. Also note assignment due dates. Contact me if you have questions or concerns about this material. I am available via e-mail to schedule an appointment.

NOTE: When printing non-graded materials, I encourage you to print front and back.

Course Objectives

- Develop an awareness of alternative philosophies and methods of qualitative research in relation to general perspectives of inquiry.
- Develop alternative research designs for various forms of qualitative research.
- Develop and critique various methods of data collection and analysis, depending on emerging and changing research design.
- Critique data collection and analysis techniques in relation to relevant literature on qualitative research methods.
- Critique your research project and suggest areas for improvement.
- Critique empirical qualitative research according to standards for quality research.

Assignments

- ✓ **Participation** See guidelines below. This is an advanced methods course, and engagement is expected and necessary. Everyone in the class is a learner, and everyone is a teacher. I want to emphasize our obligation to critical thinking, reasoned discussion, and self-critique.
- ✓ **Module Paper (3)** Using criteria discussed in class, you will write a critical essay for each of the three module areas: philosophy, design and methods, and quality. These papers will allow you to interact personally with the material based on your own research interests and dissertation development. I suggest you communicate directly with your major professor/dissertation advisor about these assignments, as they may be used in either your proposal or dissertation. I would be happy to discuss this with you and your advisor via e-mail.

Assessment

<u>Assignment</u>	<u>Points</u>
Participation	25
Module One Paper	25
Module Two Paper	25
Module Three Paper	25
Total	100

Grades on assignments turned in late will be reduced 10%, and assignments more than one week late will not be accepted. Attendance is very important to class participation; one point will be deducted per class-hour absence.

✓ **Evaluation Criteria** (see **Bloom's Revised Taxonomy, Anderson & Krathwohl, 2001**)

40% Reflection and Critique: avoids surface presentation and summary of topic; identifies and meets need relevant to discipline; provides neutral presentation of strengths and weaknesses of topic; evaluates strengths and weaknesses; states and supports position.

40% Integration and Support: provides comprehensive connections across course material (i.e., readings, discussions, previous learning, and personal experiences); balances theory and practice; provides appropriate and adequate support for ideas, facts, and propositions.

20% Technical Soundness: characterizes professionalism and scholarship; attends to audience composition and needs; exhibits drafting and editing appropriate for graduate-level work. Papers should conform to APA 6th edition.

✓ **Participation Criteria** Participation is not equivalent to attendance! The following criteria are expected:

- Prepared for discussion and tasks. This includes reading material and attending any team meetings.
- Maintains balance between speaking and listening roles. I do not expect you to 'time' yourself; be aware, though, 'strong' personalities overpower a discussion. Monitor your team and classroom interactions!
- Listens attentively and offers constructive feedback. All contributions should be considered and negotiated.
- Accepts diversity in viewpoints and negotiates differences. You are not expected to agree with one another at all times! However, we will be respectful and professional.
- Shares leadership roles. While it is comfortable to let 'managers' and 'organizers' plan team strategy, this will result in a vision defined by one person.

✓ **Grading** See syllabus addendum for module guidelines, assessment rubric, and grading scale relevant to evaluation criteria.

Required Texts

1. Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Newbury Park: Sage. [Comprehensive text for course: Modules 1-3]
2. Willis, J. W. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. Thousand Oaks, CA: Sage. [Primary text for Module 1]
3. Hesse-Biber, S. N., & Leavy, P. (Eds.) (2006). *Emergent methods in social research*. Thousand Oaks, CA: Sage. [Primary text for Module 2]
4. Hammersley, M. (2008). *Questioning qualitative inquiry*. Thousand Oaks, CA: Sage. [Primary text for Module 3]

Other readings as assigned. (Articles available on Blackboard in the Readings Folder.)

Supplemental Texts (These are FYI only! We will discuss in class which texts might be personally useful based on your interests.)

General/Comprehensive QR Texts

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The handbook of qualitative research* (3rd ed.). Newbury Park: Sage.
- Gallagher, K. (Ed.). (2008). *Methodological dilemma: Creative, critical, and collaborative approaches to qualitative research*. London: Routledge.
- Luttrell, W. (Ed.). (2010). *Qualitative educational research: Readings in reflexive methodology and transformative practice*. New York: Routledge.
- Pascale, C. (2010). *Cartographies of knowledge*. Thousand Oaks, CA: Sage.

Philosophy and Theory of QR

- Bentz, V. M., & Shapiro, J. J. (1998). *Mindful inquiry in social research*. Thousand Oaks, CA: Sage.
- Jackson, A. Y., & Mazzei, L. A. (Eds.). (2008). *Voice in qualitative inquiry*. London: Routledge.
- Lichtman, M. (Ed.). (2010). *Understanding and evaluating qualitative educational research*. Thousand Oaks, CA: Sage.

Grounded Theory

- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Newbury Park: Sage.
- Clarke, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage.

Narrative and Phenomenology

- Gubrium, J. F., & Holstein, J. A. (Eds.). (2008). *Analyzing narrative reality*. Thousand Oaks, CA: Sage.
- Kockelmans, J. L. (1994). *Edmund Husserl's phenomenology*. West Lafayette, IN: Purdue University Press.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.

Interview & Observation

- Gubrium, J. F., & Holstein, J. A. (Eds.). (2002). *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.
- Holstein, J. A., & Gubrium, J. F. (Eds.). (2003). *Inside interviewing: New lenses, new concerns*. Thousand Oaks, CA: Sage.
- Rose, G. (2007). *Visual methodologies: An introduction to the interpretation of visual materials* (2nd ed.). Thousand Oaks, CA: Sage.

Coding & Analysis

- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

Course Outline

MODULE ONE: Philosophy and Theory of Qualitative Research

01/25 Introduction to Course

We will overview the syllabus and course requirements, and we will discuss your research projects and what you are hoping to achieve through this course. I suggest that you contact your major professor/dissertation advisor and discuss the course expectations and foci. The course assignments require qualitative data; ideally, you are currently working on a specific project (i.e., dissertation or pilot). If you do not have data, talk with me immediately.

NOTE: * indicates further reading for those more interested in this particular topic. Denzin & Lincoln (THE Handbook) is an extraordinary resource for anyone considering a qualitative dissertation. You will notice I have selected other readings from various sources, with attention to breadth and depth. This means I list a LOT of readings! These are resources for continued exploration, and I will draw from these in class discussions and connect them to the required readings.

02/01 Overview of QR Paradigms and Conceptual Frameworks

Patton, chpts. 1-2

Willis, chpts. 1-3

*Denzin & Lincoln, chpt, 1

*Howe, K. R. (1998). The interpretive turn and the new debate in education. *Educational Researcher*, 27(8), 13-20.

*Labaree, D. F. (1998). Educational researchers: Living with a lesser form of knowledge. *Educational Researcher*, 27(8), 4-12.

02/08 The Ongoing Debate: The Value of Qualitative Research Questioned

Patton, chpt. 3

Willis, chpts. 4-6

Hammersley, M. (2000). The relevance of qualitative research. *Oxford Review of Education*, 26(3-4), 393-405.

*Denzin & Lincoln, chpts. 6, 8

*Lincoln, Y. S., & Cannella, G. S. (2004). Qualitative research, power, and the radical Right. *Qualitative Inquiry*, 10(2), 175-201.

*Lincoln, Y. S., & Cannella, G. S. (2004). Dangerous discourses: Methodological conservatism and governmental regimes of truth. *Qualitative Inquiry*, 10(1), 5-14.

02/15 Transition to Module Two: Connecting Design to Orientation

Patton, chpt. 4

Willis, chpts. 7-9

Koro-Ljungberg, M. Yendol-Hoppey, D., Smith, J. J., & Hayes, S. B. (2009). (E)pistemological awareness, instantiation of methods, and uninformed methodological ambiguity in qualitative research projects. *Educational Researcher*, 38(9), 687-699.

*Denzin & Lincoln, chpts. 3, 9-14, 20-21

MODULE TWO: Design and Methods of Qualitative Research**02/22 Selection: A Critique of Convenience**

Patton, chpt. 5

Hesse-Biber & Leavy, chpts. 2-3, 6

Freeman, M. (2000). Knocking on doors: On constructing culture. *Qualitative Inquiry*, 6(3), 359-369.

Reybold, L. E., Lammert, J., & Stribling, S. M. (2009). *Thinking forward: Consciousness and the selection process*. Paper presented to the annual conference of the American Educational Research Association (AERA), San Diego, CA.

*Miranda, pp. 1-48

Module Paper One due

03/01 Dialogue: Module Paper One

Post question or comment on Blackboard (Module 1 Discussion) one week in advance for class consideration and response. Your question or comment should focus on a comprehensive review and/or assessment of the material covered thus far. For example, the readings might trigger further exploration of critical theory applications to research design. What would this “look like” ontologically, epistemologically, axiologically, and methodologically?

03/08 Evaluating Qualitative Methods of Data Collection

Patton, chpts. 6-7

Hesse-Biber & Leavy, chpts. Intro, 4, 7-8

*Brown, L., & Durrheim, K. (2009). Different kinds of knowing: Generating qualitative data through mobile interviewing. *Qualitative Inquiry*, 15(5), 911-930.

*Gubrium, E., & Koro-Ljungberg, M. (2005). Contending with border making in the social constructionist interview. *Qualitative Inquiry*, 11(5), 689-715.

*Kvale, S. (2006). Dominance through interviews and dialogues. *Qualitative Inquiry*, 12(3), 480-500.

*Quinlan, E. (2008). Conspicuous invisibility: Shadowing as a data collection strategy. *Qualitative Inquiry*, 14, pp. 1480-1499. Doi: 10.1177/1077800408318318

03/15 NO CLASS—Spring Break**03/22 Beyond Coding: Interpreting and Generating Meaning**

Patton, chpt. 8

Hesse-Biber & Leavy, chpts. 10-13

Best, A. L. (2003). Doing race in the context of feminist interviewing: Constructing whiteness through talk. *Qualitative Inquiry*, 9(6), 895-914.

*Denzin & Lincoln, chpts. 36-37

03/29 Narrative, Phenomenology, and Discourse Techniques

Hesse-Biber & Leavy, chpts. 14-16

Lawrence-Lightfoot, S. (2005). Portraiture: A dialogue between art and science. *Qualitative Inquiry*, 11(1), 3-15.

Wolgemuth, J. R. (2006). Toward an inquiry of discomfort: Guiding transformation in “emancipatory” narrative research. *Qualitative Inquiry*, 12(5), 1022-1039.

*Denzin & Lincoln, chpts. 16, 22, 25

*Enosh, G., & Buchbinder, E. (2005). The interactive construction of narrative styles in sensitive interviews: The case of domestic violence research. *Qualitative Inquiry*, 11(4), 588-617.

*Rogers, et al. (2005). Critical discourse analysis in education: A review of the literature. *Review of Educational Research*, 75(3), 365-416.

MODULE THREE: Quality Issues in Qualitative Research

04/05 Definitions of Quality in QR

Patton, chpt. 9

Hammersley, Intro, chpts. 1-3

Cho, J., & Trent, A. (2006). Validity in qualitative research revisited. *Qualitative Research*, 6(3), 319-340.

*Firestone, W. A. (1993). Alternative arguments for generalizing from data as applied to qualitative research. *Educational Researcher*, 22(4), 16-23.

*Howe, K. R. (2009). Isolating science from the humanities: The third dogma of educational research. *Qualitative Inquiry*, 15, pp. 766-784. Doi: 10.1177/1077800408318302

*Schwandt, T. A. (1997). Reading the “problem of evaluation” in social inquiry. *Qualitative Inquiry*, 3(1), 4-25.

Module Paper Two due

04/12 NO CLASS—AERA**4/19 Dialogue: Module Paper Two**

Post question or comment on Blackboard (Module 2 Discussion) one week in advance for class consideration and response. Your question or comment should focus on a comprehensive review and/or assessment of the material covered thus far. You might limit your question or comment only to this module, but you might consider how the **theory** of qualitative research impacts the **methods** of qualitative research. For example, you might critique a method or set of methods in relation to an epistemology of research. Or you might consider how your **discipline** affects your **choices** of methods.

04/26 Applying Quality Criteria

Hammersely, chpts. 4-7

Anfara, Jr., V. A., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher*, 31(7), 28-38.

Polkinghorne, D. E. (2007). Validity issues in narrative research. *Qualitative Inquiry*, 13(4), 471-486.

*Heshusius, L. (1994). Freeing ourselves from objectivity: Managing subjectivity or turning toward a participatory mode of consciousness? *Educational Researcher*, 23(3), 15-22.

*Peshkin, A. (1993). The goodness of qualitative research. *Educational Researcher*, 22(2), 23-29.

05/03 Ethics in Qualitative Research

Hammersley, chpts. 8-9

Denzin, N. K. (2007). Sacagawea's nickname, or the Sacagawea problem. *Qualitative Research*, 7(1), 103-133.

Ellis, C. (2007). Telling secrets, revealing lives: Relational ethics in research with intimate others. *Qualitative Inquiry*, 13(3), 3-29.

Reybold, L. E. (2008). The social and political structuring of faculty ethicality in education. *Innovative Higher Education*, 32, 279-295.

*Lugosi, P. (2006). Between overt and covert research: Concealment and disclosure in an ethnographic study of commercial hospitality. *Qualitative Inquiry*, 12(3), 541-561.

The Finish Line

05/10 Dialogue: Module Paper Three

Post question or comment on Blackboard (Module 3 Discussion) one week in advance for class consideration and response. Your question or comment should focus on a comprehensive review and/or assessment of the material covered thus far. You might limit your question or comment only to this module, but you might consider how the **theory** and **application** of qualitative research intersect with the **evaluation** of qualitative research. For example, you might consider how your own research choices will be evaluated by your Committee and/or discipline. Or you might consider how your definition of quality in qualitative research has changed across your academic experience.

Module Paper Three due [Turn in ALL previous original papers with my comments.]

Guidelines for Module Papers

You will write a scholarly essay for each of the three modules in this course: philosophy, design and methods, quality. We will discuss these topics and paper parameters in class. Each paper should address the following areas:

1. **Topic development.** What topic or issue did you choose for your paper? Why did you choose this—what were your goals in exploring this topic? Is this a personal or professional exploration? Provide rationale for selecting this topic.
2. **Topic coverage.** What aspects of this topic are covered in our readings? In other literature? What are you exploring beyond class material? Is your focus broad (breadth of topic) or narrow (depth of topic)? What theories, beliefs, or expectations did you have about this topic? Where did these questions and expectations come from? How did they change as a result of this assignment (if they did)?
3. **Discussion and critique.** Have you developed each of your major points and connected them to the course material? Have you reflected on the material and considered alternative viewpoints? Does your essay critique both the content covered and assumptions about that content?
4. **Application to personal research.** How might this topic impact your dissertation or other research projects? Why? What ‘makes sense’ to you and why? What is not useful to you and why?
5. **Technical.** This is a scholarly assignment in an advanced doctoral methods course. APA guidelines for writing and referencing are expected.

Each paper should be no longer than 10 typed pages, double-spaced, 12pt font – standard APA guidelines. Appendices may be added and not included in page count, but all materials should be addressed sufficiently in text.

Assignments: General Guidelines/Assessment Rubric

Module Papers: General topics are identified in the syllabus. Papers should be no longer than 10 pages (not including title page, references, and appendices), double spaced, one-inch margins, APA 6th edition.

___	20%	Problem/Purpose Development	R/C___	I/E___	T___
___	20%	Methodology	R/C___	I/E___	T___
___	20%	Findings/Discussion	R/C___	I/E___	T___
___	20%	Critique of Methodology	R/C___	I/E___	T___
___	20%	Technical	R/C___	I/E___	T___
___	100%	Total Score: Final Paper			

Reflection and Critique: avoids surface presentation and summary of topic; identifies and meets relevant need; provides neutral presentation of strengths and weaknesses of topic; evaluates strengths and weaknesses; states and supports position.

- B-** Reflective on experience and personal opinions; no critique
- B** Reflective on experience; reflection of material and/or theory embedded
- B+** Reflective of material and/or theory
- A-** Critique initiated; critique lacks validity and is not maintained
- A** Critique initiated; critique is valid but not maintained
- A+** Critique initiated; critique is valid and well maintained

Integration and Evidence: provides comprehensive connections across course material (*i.e.*, readings, discussions, previous learning, and personal experiences); balances theory and practice; provides appropriate and adequate support for ideas, facts, and propositions.

- B-** Material **OR** experience integrated to some degree; inadequate support
- B** Material **AND** experience integrated to some degree; inadequate support
- B+** Material **AND** experience integrated well; inadequate support
- A-** Material **OR** experience integrated well; limited support
- A** Material **AND** experience integrated well; partial support is valid but not maintained
- A+** Material **AND** experience integrated well; conclusive support is valid and maintained

Technical Soundness: characterizes professionalism and scholarship; attends to audience composition and needs; exhibits drafting and editing appropriate for graduate-level work. Marked items require attention:

___ Grammar	___ Readability	___ APA Style
___ Punctuation	___ Tone/Voice	___ Cover page
___ Spelling	___ Language	___ Abstract
___ Agreement	___ Flow	___ Citations
___ Sentence structure	___ Transitions	___ Quotations
___ Paragraph structure	___ Preview/Summary	___ References

Scale: 0=F 2.0=C 2.7=B- 3.0=B 3.3=B+ 3.7=A- 4.0=A 4.3=A+

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].